

**ATTENTION  
ALL QUALIFIED FIRMS AND INSTRUCTORS**

The Department of Human Resource Management (DHRM), Personnel Development Services Unit, is interested in establishing optional use **PURCHASING AGREEMENTS** with qualified firms and independent instructors who can provide off-the-shelf and/or instructor developed training course(s) to employees of state agencies, institutions and other public bodies on as-needed basis.

All parties interested in submitting a response are invited to submit an offer to provide training course(s) to DHRM/PDS in accordance with the following criteria.

All interested parties must offer a fixed price on a per-student basis, which will be firm from the date of agreement until revised or rescinded. DHRM/PDS will evaluate the effectiveness of each training course on an ongoing basis. Prior to the end of the agreement period, and in its sole discretion, DHRM/PDS will invite selected firms and instructors to offer to renew their agreement to include any price changes. This same procedure will be utilized for any succeeding years until changed, modified, or cancelled by DHRM/PDS. Additional training courses may be offered at any time and will be evaluated using the original criteria or as may be revised by DHRM/PDS.

Please mail or hand deliver your response to:

Commonwealth of Virginia  
Department of Human Resource Management  
Personnel Development Services (PDS)  
101 North Fourteenth Street  
James Monroe Building – 12<sup>th</sup> Floor  
Richmond, Virginia 23219

All Inquiries for Information Should Be Directed To: Delores W. Walton  
Phone: 804 225-2019, Fax: 804 786-9127, Email dwalton@DHRM.state.va.us.

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**"NOTICE":** Any offer made is subject to the provisions of the Commonwealth of Virginia Vendors' Manual published by the Department of General Services, Division of Purchases and Supply (DGS/DPS). A copy of this manual is available for review or can be obtained by calling the Division of Purchases and Supply – (804) 786-3842, or by accessing the DGS/DPS web site at [www.dgs.state.va.us](http://www.dgs.state.va.us). All transactions conducted under any resulting pricing agreement will be in accordance with the Commonwealth of Virginia small purchase procedures, which for the purposes of this agreement, will be limited to \$30,000 per training course presentation, after review and approval by DHRM.

## **GENERAL REQUIREMENTS**

Each firm or instructor will furnish all necessary labor and resources to deliver off-the-shelf or instructor-developed training courses. Each instructor must be knowledgeable of the topic and possess the specialized expertise and skill to present the course. Training courses offered may consist of, but will not be limited to, the potential topics and skills described herein. DHRM/PDS is interested in reviewing and considering other potential topics for which there may be a compelling business need. The specific training courses to be delivered and the requirements of any pricing agreement established shall be determined on an as-needed basis by DHRM/PDS.

DHRM/PDS and the firm or instructor will mutually establish routine procedures within the scope of the following requirements to assure the timely and responsive delivery of training courses. All training courses will be delivered in accordance with the following requirements and as mutually agreed in writing as evidenced by the issuance of a Task Order:

### **General Procedures**

#### **Training Course Topics and Skills**

Attachment A lists "Recommended Workforce Skills." Identify how the listed skill areas will be addressed in the proposed training course(s). Note: Skills are not limited to those listed in Attachment A. DHRM/PDS is interested in reviewing and considering training courses incorporating any potential topic and skill for which there may be a compelling business need.

The firm or instructor may retain the copyright on original material developed prior to a subsequent agreement. However, the Commonwealth of Virginia reserves the right to copy and distribute such material for internal use only without additional compensation to the owner. By submission of this proposal, the offeror agrees that any material developed as a result of this contract, including copyrights or other intellectual property rights become the sole property of the Commonwealth.

DHRM/PDS will review and consider courses whose length is:

- Less than one day;
- One or two days; and
- Longer than two days.

Training courses are normally conducted for a minimum of ten (10) students and a maximum of thirty (30) students. The contracting public body reserves the right to determine whether or not a particular course will be conducted outside of these parameters. The contracting public body will honor reasonable enrollment requests within these parameters and with the mutual agreement of the firm or instructor.

DHRM/PDS reserves the right to request that training courses be modified to assure appropriateness to the needs of Commonwealth agencies and employees.

## **Training Course Arrangements and Compensation**

After a pricing agreement has been established, and in response to a specific need, the firm or instructor will be contacted by the requesting public body or by DHRM/PDS to schedule the delivery of one or more training courses. Upon scheduling, DHRM/PDS will issue a Task Order to the firm or instructor delineating the specific requirements and financial arrangements related to the delivery of the specific training course(s). The firm or instructor must sign and return a copy of the task order to DHRM/PDS within 3 business days, thereby agreeing to the specific requirements and financial arrangements. Once approved, the firm or instructor will furnish the labor and resources required to deliver the scheduled training course(s). The public body or DHRM/PDS, as appropriate, will pay the agreed upon amount after receipt of a proper invoice from the firm or instructor. Additional payments beyond the agreed cost per student will not be made for training course development and/or preparation hours. Payment will only be for the agreed amount as listed in the Task Order.

If included in the task order, the public body may reimburse the firm or instructor for incurred travel, per diem, and lodging expense not to exceed those amounts established in the *Commonwealth of Virginia Travel Policies and Regulations* in effect at the time of travel and only when travel exceeds sixty (60) miles from the instructor's home base. Mileage will be paid at the current rate of a personally-owned vehicle that is cost justified. A copy of the *Commonwealth of Virginia Travel Policies and Regulations* will be provided upon request.

## **Instructor Qualifications and Assignment**

Attachment C, Exhibit 3: Offers must contain the credentials of each proposed instructor. Based on information submitted, DHRM/PDS retains the right to: (a) interview, observe, and/or approve one or more proposed instructors prior to assignment; (b) assign the instructor possessing the most specialized expertise to each training course; and, (c) observe and/or video tape the instructor delivering training.

In the event a previously submitted and approved instructor is no longer available to deliver training course(s), or it is desired that an instructor be added to deliver a training course(s), the Instructor's Experience and Credentials Questionnaire (Attachment C) must be completed and submitted to DHRM/PDS for any proposed additional instructor(s), prior to delivery of the course. DHRM/PDS retains the right to accept or reject a proposed instructor.

## **Instructor Responsibilities**

Instructors are expected to deliver training courses as proposed and accepted and in accordance with accepted adult learning principles and practices.

Prior to or at the actual training course delivery, the requesting public body will provide the instructor with a student roster. Evaluation forms and a DHRM/PDS post-training course summary form will be provided to the requesting public body along with the copy of the Task Order. The instructor is responsible for assuring that students initial the roster each day. Upon training course completion, the instructor will complete a brief, DHRM/PDS post-training course summary, representing the instructor's assessment of the course, the students, the training environment, and noting suggestions for improvement. At the end of the training course, the instructor must give the requesting local body contact the initialed roster for each day, and their post-training course summary.

### **Instructional Facilities and Equipment**

The public body will provide/arrange for appropriate instructional facilities at the agreed-upon presentation site.

The instructor will ensure the availability of required equipment as specified for the contracted course delivery.

### **Conditions for Training Course Cancellation**

A training course(s) may be canceled by the public body due to insufficient enrollment; however, every effort will be made to give no less than two weeks notice prior to the scheduled delivery date. If a cancellation is necessary, neither the public body or DHRM/PDS will be liable for any payment to the firm or instructor.

A training course(s) may be canceled in part or in its entirety due to inclement weather or hazardous driving conditions. Rescheduling of training courses will be at the public body's discretion and as mutually agreed between the parties.

Once a commitment has been made to deliver a training course on a specific date and time, the firm or instructor shall not be allowed to cancel the training course without prior written permission of the public body. Failure to receive such permission may be cause to terminate the agreement with DHRM/PDS to provide services, in its entirety. The firm or instructor will be removed from DHRM's listing of approved firms, instructors, and courses.

### **Advertising/Marketing**

Once a pricing agreement is established, the firm or instructor may advertise those approved training courses with individual public bodies; however, any marketing materials must be approved by DHRM/PDS prior to distribution.

## **OFFER SUBMISSION REQUIREMENTS**

### **General Requirements**

#### **Pricing Agreement Response**

A complete response is required. Responses must be signed by an authorized representative of the firm or by the instructor.

#### **Training Course Proposal Preparation**

All required information requested must be submitted. Incomplete offers or lack of key information may be cause for rejection.

An offer should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of this pricing agreement. Emphasis should be on completeness and clarity of content.

The offer should be organized in accordance with Specific Requirements. Information which the Offeror desires to present that does not fall within any of the requirements of this pricing agreement should be inserted at an appropriate place or be attached at the end of the offer and designated as additional material.

### **Specific Requirements**

#### **Offer Supporting Documentation**

Offers should consist of one (1) original, so marked, of the following supporting documentation, contained in a single volume separated by tabs:

- (1) A written narrative statement, not to exceed five (5) pages, delineating capabilities related to: (a) the development and delivery of training courses; (b) experience delivering training in the public and private sectors; and (c) any unique qualifications.
- (2) A completed Attachment B, "Data Sheet," that delineates: (a) years in business; (b) three client references, including the client point of contact, organization, address, and phone number(s); (c) training course(s) conducted for the client organization and if similar to that offered under this pricing agreement; (d) full name and address of firm or instructor; and (e) a completed check list of all items submitted.

#### **Training Course(s) Offered**

Include the following items with the above "Offer Supporting Documentation" for each training course offered, separated by tabs:

- (1) A Cover Page (Attachment C, Exhibit 1), delineating: (a) the training course title; (b) a brief (50 words or less) description; (c) learning objectives (no more than 5); (d) target audience; (e) length (actual instructional hours/days) of training course

delivery; and, (f) required materials and equipment (e.g., easel, VCR, etc.). ***This cover page information must be provided on disk, in addition to the hard copy.*** This information may be made accessible via the Internet for potential customer review.

- (2) A Detailed Agenda (Attachment C, Exhibit 4), listing the instructional components in chronological order. For each instructional component, indicate: (a) time frames; (b) the objectives to be accomplished; (c) the Recommended Workforce Skills and/or any specified additional skills offered; and, (d) the strategies, methods, techniques, and/or activities that will be employed to assure that the students demonstrate the skill in the training course.
- (3) Cost (Attachment C, Exhibit 2): Include: (a) the cost per student of training course delivery including all direct costs, indirect costs, general and administrative expenses, and fee; (b) an itemized list and the per student cost of training materials, including all direct costs, indirect costs, general and administrative expenses, and fees; and (c) total cost per student. All of the above costs must represent the best and final offer for course delivery at sites throughout the Commonwealth.
- (4) Instructor Experience and Credentials Questionnaire (Attachment C, Exhibit 3): Complete for each proposed instructor.
- (5) Transfer of Learning chart (Attachment C, Exhibit 5): Indicate how the targeted skills will be transferred to the student. For each skill, indicate: (a) the workforce skill being identified; (b) the method of evaluating the transfer of training; and (c) any other methods of evaluating the entire course and the benefit to the participant and the agency.
- (6) Copies of training course/instructor evaluation summaries for each proposed instructor for this or substantially similar training courses.
- (7) A complete set of student materials. This includes any workbooks, handouts, manuals, etc. **ALL** materials are to be included.
- (8) A Facilitator's Guide
- (9) A copy of all other instructional materials, including transparencies, slides, power point presentation, etc.
- (10) Videotaped platform presentation (optional).

## EVALUATION CRITERIA

Evaluation Criteria: Offers will be evaluated by DHRM/PDS using the following criteria:

| <b>CRITERIA</b>   |
|---|
| <b>Instructor</b><br>Instructor qualifications, including educational background, practical experience, training expertise, and evaluations.  |
| <b>Course Design</b><br>Course design and development is based on adult learning principles, with content to support workforce skills.  |
| <b>Course Materials</b><br>All course materials are clearly structured to support objectives and facilitate transfer of learning, and are accurate, clear, well organized, and easy to use.                         |
| <b>Transfer of Learning</b><br>Demonstrate the value of training to course participants and to the agency. The process, tools, and methods that the agency can use to demonstrate participant transfer of learning. |
| <b>Cost – Total cost per student</b>  |
| <b>Corporate Capabilities</b><br>Corporate capabilities, client references, public and private sector experience, unique qualifications.  |

## REPORTING AND DELIVERY REQUIREMENTS

Prior to or at actual training course delivery, the public body will provide the instructor with a student roster. The instructor is responsible for ensuring that students initial the roster each day. A copy of the roster for each day of the class will be forwarded by the public body to DHRM/PDS.

The instructor is responsible for the completion of a PDS post-training course summary, which will be provided by DHRM/PDS, along with the Task Order to the requesting public body.

## METHOD OF PAYMENT

The firm or instructor will be paid based only on invoices submitted to the public body. Invoices should be submitted within ten (10) work days after completion of the work. State taxes must be omitted from the master bill. Submit invoices directly to the billing address provided on the Task Order.

## **LIST OF ATTACHMENTS**

Attachment A, Recommended Workforce Skills

Attachment B, Data Sheet

Attachment C

Exhibit 1 - Cover Page

Exhibit 2 - Cost Proposal

Exhibit 3 - Instructor Experience and Credentials Questionnaire

Exhibit 4 - Detailed Agenda

Exhibit 5 - Transfer of Learning

## ATTACHMENT A

### Recommended Workforce Skills

It is recommended that Offeror's training course(s) incorporate, in their design and development, the following skills. PDS is interested in reviewing any training program based on these skills or Offeror-specified skills for which there may be a compelling business need.

### CORE COMPETENCIES AND THEIR CORRESPONDING SKILLS

#### MOBILIZING INNOVATION AND CHANGE

Involves the ability to think of ideas about both the present and future and to initiate improvements based on a systematic evaluation of the risks involved in doing so. This competency includes the following interrelated skills:

- **Conceptualization** The ability to combine information from a number of sources, to integrate information into more general situations and contexts and to apply information to new or broader issues. Individuals with this skill are able to identify key issues and diagnose them by examining the basic question of who, what, why, when, where and how.
- **Creativity** The ability to innovate and provide novel solutions to problems and to initiate and adapt change. Creativity also involves the ability to rethink roles in response to changing demands on the organization and/or one or more of its departments.
- **Risk taking** The willingness to take reasonable chances by recognizing and capitalizing on opportunities; also recognizing their potential negative outcomes and monitoring progress towards goals.
- **Visioning** The ability to grasp the potential of an organization and or one or more of its departments and to imagine innovative paths for it to follow.

#### MANAGING PEOPLE AND TASKS

Managing people and tasks is the core competency associated with many of the traditional management functions but which are now increasingly shared through the empowerment of employees and teams. This competency includes the following interrelated skills:

- **Planning** The ability to set goals, determine the tasks to be carried out to meet those goals, assigning tasks to others, monitoring progress against the plan, and revising the plan to reflect new information.
- **Decision making** The ability to choose effective courses of action on the basis of a thorough assessment of their short and long term effects, recognizing their political and ethical implications, and being able to identify the people and groups who will be affected.
- **Organizing** The ability to develop the design of individual jobs, organizational departments and process and to integrate them to achieve the organization's goals.
- **Leading** The ability to create a sense of direction, guide others in that direction, and delegate tasks in a manner that is effective and motivates others to do their best. Leadership has many aspects, some of which have to do with hiring, evaluating, and

rewarding employees. The essence of leading is integrating the needs of individuals with the goals of the organization and its departments.

- **Conflict management** The ability to identify sources of differences that lead to conflict and take steps to resolve them constructively. Conflict management may involve negotiation with external stakeholders-customers, suppliers, unions, and governments.

### COMMUNICATING

Communicating is the core competency that involved the capable sending and receiving information and conveying and understanding thoughts, feelings and attitudes. This competency includes the following interrelated skills:

- **Interpersonal communication** The ability to interact face-to-face with others.
- **Listening** The ability to be attentive when others are speaking and hence to respond effectively to others' comments.
- **Oral communication** The ability to present information verbally to others, either on-to-one or in groups.
- **Written communication** The ability to transfer information effectively, either formally (reports, letters) or informally (memos, notes).

### MANAGING SELF

Managing self is the core competency that involves being aware of oneself and one's surroundings, motivating oneself and managing one's career, and knowing how to handle and adapt the changing and ambiguous situations.

- **Learning** The ability to gain knowledge from everyday experiences and to keep up to date on developments in one's field.
- **Personal time management** The ability to handle several tasks at once by being able to set priorities and allocate time efficiently in order to meet deadlines
- **Personal attributes** Comprise the various personal characteristics that help people deal with day-to-day work situations. Examples include maintaining high energy level, motivating oneself to function at an optimal level of performance, functioning well in stressful situations, maintaining a positive attitude, being able to work independently, and responding appropriately to constructive criticism.
- **Ethical standards** The beliefs and behaviors that an individual applies in dealing with situations that involve value and moral judgements.

From *Organizational Behavior*, Don Hellriegel, John W. Slocum, Jr., and Richard W. Woodman.

## ATTACHMENT B

### Data Sheet

#### To be completed by firm or instructor

1. **QUALIFICATION:** The instructor must have the capability and capacity in all respects to present the training course(s).
2. **YEARS IN BUSINESS:** Indicate the length of time you have been in business providing this type of service: \_\_\_\_\_ years \_\_\_\_\_ months.
3. **REFERENCES:** List below at least three (3) references where similar services have been provided. Each reference should include the name of the organization, the complete mailing address, the name of the contact person and telephone number. Also list training programs conducted for the client organization that are similar to those being offered.

| Client | Address | Contact Person<br>& Phone # | Training<br>Programs<br>Conducted |
|--------|---------|-----------------------------|-----------------------------------|
|        |         |                             |                                   |
|        |         |                             |                                   |
|        |         |                             |                                   |

4. List full names and address(es) of firm or instructor and any branch office(s) that may be responsible for administering this agreement.
5. Check all attachments included with your proposal:  
Contractual and Supporting Documentation:

\_\_\_\_ Narrative Statement  
\_\_\_\_ Attachment B - Data Sheet

For each training course proposal(s) submitted:

\_\_\_\_ Attachment C, Exhibit 1 - Training Program Cover Page  
\_\_\_\_ Attachment C, Exhibit 2 - Cost Proposal  
\_\_\_\_ Attachment C, Exhibit 3 - Instructor Experience & Credentials  
\_\_\_\_ Attachment C, Exhibit 4 - Detailed Agenda  
\_\_\_\_ Attachment C, Exhibit 5 - Transfer of Learning  
\_\_\_\_ Training Course/Instructor Evaluation Summaries  
\_\_\_\_ Student Materials  
\_\_\_\_ Video-taped Platform Presentation (optional)

## **ATTACHMENT C**

### **Exhibit 1**

#### **Training Program Cover Page**

**TRAINING PROGRAM TITLE:**

**BRIEF DESCRIPTION** (50 words or less):

**TERMINAL OBJECTIVES** (no more than five):

**TARGET AUDIENCE:**

**LENGTH** (Days):  
(Hours):

**REQUIRED MATERIALS AND EQUIPMENT:**

List any materials/equipment not provided by the instructor. Prior arrangements must be made with the contracting entity to ensure the availability of all required materials and equipment not provided by the instructor.

## **ATTACHMENT C**

### **Exhibit 1 - Sample**

#### **Training Program Cover Page - Sample**

**TRAINING PROGRAM TITLE:** ESSENTIALS FOR SUPERVISORS

**BRIEF DESCRIPTION** (50 words or less):

Provides recently appointed supervisors with the critical competencies needed to be successful as they make the transition from technician/professional to supervisor. Involves participants in realistic exercises and activities that provide the foundation for continuing professional development.

**TERMINAL OBJECTIVES** (no more than five):

At the end of the three-day workshop, participants will be able to:

- ♦ Demonstrate the ability to match leadership styles to a variety of situations.
- ♦ Demonstrate effective interpersonal communication skills including feedback, coaching, and active listening.
- ♦ Plan and delegate work in order to achieve desired work unit results.
- ♦ Apply supervisory principles and practices for improving employee performance.
- ♦ Design a personal supervisory development plan.

**TARGET AUDIENCE:** Individuals who have been in a supervisory position less than six months

**LENGTH** (Days): 3 Days  
(Hours): 19.5 Hours

**REQUIRED MATERIALS AND EQUIPMENT:**

- Easel, overhead projector - to be provided by instructor
- TV, VCR – arrangements to be made with contracting entity

## ATTACHMENT C

### Exhibit 2

#### Cost Proposal

Offeror \_\_\_\_\_ Training Course \_\_\_\_\_

COST PER STUDENT OF  
TRAINING COURSE **DELIVERY**<sup>1</sup>: \$ \_\_\_\_\_

Itemized **Training Materials** and Per Item Cost<sup>2</sup>

| ITEM         | TOTAL COST |
|--------------|------------|
|              |            |
|              |            |
|              |            |
|              |            |
|              |            |
|              |            |
| TOTAL: _____ |            |

TOTAL PER STUDENT COST  
OF TRAINING MATERIALS<sup>1</sup>: \$ \_\_\_\_\_

Total Cost per Student: \$ \_\_\_\_\_  
(Delivery cost per student PLUS Material cost per student)  
This represents the Offerer's best and final offer.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> Cost per student of training course delivery includes all direct costs, indirect costs, general and administrative expenses, and fees. All costs should represent the Offeror's best and final offer.

<sup>2</sup> Itemize all training materials to be used in this proposed training course, their per item cost, and total per student cost.

## ATTACHMENT C

### Exhibit 3

#### Instructor Experience and Credentials Questionnaire

Provide the information requested in Attachment C - Instructor Experience and Credentials Questionnaire for each instructor proposed for each training course. Do not submit resumes in lieu of responding to this questionnaire. Respond to each question in the order in which they are presented below. Please use the exact number and topical sequence, printed in bold type, to introduce each required response.

1. **Identifying Information.** List instructor name, position title, organizational affiliation, complete address, telephone and fax numbers.
2. **Educational Preparation.** List all academic degrees, starting with the highest academic degree earned. Include major, institution, and date the degree was conferred. Please list any applicable professional certifications.
3. **General Experience Conducting Training Programs.** Specifically describe the scope, nature, and extent of the proposed instructor's experience related to generally conducting training programs.
4. **Specialized Training Expertise.** Specifically describe the instructor's specialized expertise and experience conducting this or a substantially similar training course(s). Include the training course date(s), name of organization(s), student characteristics, and any additional pertinent information.

**ATTACHMENT C**

**Exhibit 4**

**Detailed Agenda**

**Offeror:** \_\_\_\_\_ **Training Course:** \_\_\_\_\_

**Day #** \_\_\_\_\_ **of** \_\_\_\_\_

| <b>TIME</b> | <b>COMPONENTS</b> | <b>OBJECTIVES</b> | <b>WORKFORCE SKILL</b> | <b>STRATEGIES</b> |
|-------------|-------------------|-------------------|------------------------|-------------------|
|             |                   |                   |                        |                   |
|             |                   |                   |                        |                   |
|             |                   |                   |                        |                   |
|             |                   |                   |                        |                   |

## ATTACHMENT C

### Exhibit 4 – Sample

#### Detailed Agenda – Sample

Offeror: SAMPLE

Training Course: SAMPLE –Supervisory Essentials

Day # 1 of 3

| TIME          | COMPONENTS                           | OBJECTIVES<br>Participants will be able to:   | WORKFORCE SKILL                              | STRATEGIES  |
|---------------|--------------------------------------|---|--|---|
| 8:30 - 9:00   | Introduction                         | Identify how their agency's mission inter connects with other agencies.<br><br>Realize how their success as a supervisor contributes to the success of their agency ability to reach its' mission | Conceptualization<br><br>Think strategically | Large group discussion on role of the Commonwealth in the 90s.<br><br>Small group discussions on individual agency mission statements               |
| 9:00 - 10:00  | Your role as a supervisor            | List the new duties, responsibilities they assume as a new supervisor.<br><br>Assess their own skill level in specified supervisory competencies.   | Learning                                     | Small groups complete chart identifying supervisors fill.<br><br>Individuals assess their mastery of specific supervisory competencies.             |
| 10:15 - 12:00 | Leading a Team                       | Diagnose a supervisory situation and determine the leadership task and relationship behaviors that will be effective.<br><br>Demonstrate leadership style flexibility                             | Leading                                      | In large and small groups, use situational cases studies, identify follower's readiness and determine appropriate task and relationships behaviors. |
| 1:00 - 4:00   | Communication & Interpersonal Skills | List the major communication guidelines that help create positive working relationships.<br><br>Use knowledge of communication skills to manage employee performance                              | Interpersonal Communication                  | Active listening exercise.<br><br>Case study role plays analyzing the difference between defensive and supportive communication                     |

## ATTACHMENT C

### Exhibit 5

#### Transfer of Learning

Offeror: \_\_\_\_\_ Training Course: \_\_\_\_\_

| Workforce Skill                                 | Method of Evaluating Training Transfer |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
| Other Methods of Evaluating the Course/Training |  |

Workforce Skill: The skill to be developed during the course. These skills have previously been identified in the Detailed Agenda, Attachment C, Exhibit 4.

Method of Evaluating Transfer of Training: The process, tools, or methodologies used to verify that participant training is transferred to the job environment.

Other Methods of Evaluating the Course/Training: Any other processes, tools, or methodologies that can be used to evaluate the entire course and the benefit to the participant and the agency.

## ATTACHMENT C

### Exhibit 5 - Sample

#### Transfer of Learning - Sample

| <b>Workforce Skill</b>                                 | <b>Method of Evaluating Training Transfer</b>  |
|--|--|
| Conceptualization                                      | <ul style="list-style-type: none"> <li>Following group discussions, participants will verbalize how their agency's missions fit the current business climate in the Commonwealth</li> </ul>  |
| Managing Self  | <ul style="list-style-type: none"> <li>A Supervisory Skills inventory will be administered at the beginning of the training to assess current skills.</li> <li>At the end of the training a Supervisory Skills inventory will be given to assess the importance of each skill to the supervisor.</li> <li>After the training, the inventories will be utilized to develop a Personal Development Plan.</li> </ul>                        |
| Leading  | <ul style="list-style-type: none"> <li>In large and small groups, use situational cases studies, identify follower's readiness and determine appropriate task and relationships behaviors. Each participant will be given feedback on their direction..</li> </ul>   |
| Leading  | <ul style="list-style-type: none"> <li>Situational analysis utilizing Situational Leadership model. Participants will be asked to assess the type of leadership needed in various situations and defend why that method was chosen</li> </ul>  |
| Interpersonal communication                            | <ul style="list-style-type: none"> <li>A Coaching instrument will be used prior to the Coaching module.</li> <li>The group will break into triads to practice the model and feedback will be given after each role play.</li> <li>The Coaching instrument will be given at the end of the training to assess improvement in coaching skills.</li> </ul>  |
| Interpersonal communication                            | <ul style="list-style-type: none"> <li>Group exercises in non-defensive communication. Participants will be asked to identify the defensive technique used, and what other techniques may be more beneficial to use.</li> </ul>  |
| <b>Other Methods of Evaluating the Course/Training</b> | <ul style="list-style-type: none"> <li>At the conclusion of training, each participant will complete a course evaluation form, that evaluates the instructor and the course.</li> <li>Six months from the training dates, there can be follow-up evaluations done on the participants, and the participant's supervisors to measure transfer to the job and effectiveness. A suggested follow-up evaluation form is attached.</li> </ul> |